

**Minutes
State Board of Education
Monday, September 26, 2005**

The Arizona State Board of Education held its regular meeting at the Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona. The meeting was called to order at 9:02 AM.

Members Present

Mr. Jesse Ary
Dr. Michael Crow
Dr. Matthew Diethelm
Ms. JoAnne Hilde
Superintendent Tom Horne
Ms. Joanne Kramer
Ms. Anita Mendoza
Dr. Karen Nicodemus
Ms. Cecilia Owen
Dr. John Pedicone

Members Absent

Ms. Nadine Mathis Basha

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

1. APPROVAL OF MINUTES

- A. August 21, 2005 Retreat
- B. August 22, 2005 Regular Meeting
- C. August 22, 2005 Executive Session

Motion by Dr. Pedicone to approve the minutes for the above meetings as submitted. Seconded by Ms. Hilde. *Motion Passes.*

2. BUSINESS REPORTS

A. President's Report

Dr. Diethelm thanked Ms. Owen and others in Flagstaff who contributed to the success of the meetings held there last month.

Dr. Diethelm noted his thoughts on things that need to be done to continue to improve education in Arizona:

- Set high expectations which will bring high results
- Improve education and capabilities of our teachers
 - Sorely lacking in tools, technology, methodology
- Time issue
 - It takes extra effort and extra time to attain success

B. Superintendent's Report

Superintendent Horne reported that the Department is working hard to support professional development for teachers. He also congratulated ADE staff members and teams for their work including:

- SEI Training Seminar
- High School Renewal
- Character Education and Development
- Hurricane Katrina evacuee re-location efforts placing 250 students in Arizona schools
- Constitution Day

C. Board Member Reports

Dr. Nicodemus reported that the community colleges are discussing dual enrollment and that she shared with them the fact that the State Board of Education has entered into a research agreement with ASU and suggested that they may want to look at how dual enrollment works and how students transition from community colleges to the university.

Dr. Nicodemus added that Cochise County is not connected via the internet and thanked the ADE for connecting the campus for the Social Studies presentation.

- D. Director's Report, Including Discussion and Possible Legal Action
 - 1. Board Schedule for 2006
 - 2. Other Items as Necessary

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the State Board meeting schedule for 2006 which was sent to members previously and noted that it follows Board policy of meeting the fourth Monday of each month, except July and December.

Mr. Yanez noted that members were asked to hold October 20, 2005 for consideration of the Colorado City matter but added that a request for continuance has been received. Dr. Diethelm responded that the Board should still meet in a special session on October 20, 2005 as a follow up to the matters considered at the August retreat.

Mr. Yanez confirmed that the October 2005 State Board meeting will be held in Sierra Vista hosted by Dr. Nicodemus.

Dr. Diethelm reminded members that the sub-committees formed at the Retreat should meet prior to the October 20 Special Session and be ready to submit a report to the group.

3. CONSENT ITEMS

- A. Consideration to Approve Contract Abstracts
- B. Consideration to Approve Appointments to the Career Ladder Advisory Committee
- C. Consideration to Approve Proposals for Training Programs Relating to Provisional Structured English Immersion Endorsements
- D. Consideration to Approve Proposals for Training Programs Relating to Full Structured English Immersion Endorsements
- E. Consideration to Accept Funds and Authorize Expenditures for State Administered Child Nutrition and Summer Food Service Programs
- F. Consideration to Accept Funds and Authorize Expenditures For the 2006 Refugee School Impact Grant
- G. Consideration to Accept the Voluntary Surrender of The Credentials of the Following Certification Cases:
 - 1. James Herrera, Case # C-2005-072
 - 2. Robert O'Donnell, Case # C-2005-017
 - 3. Roger Rogowski, Case # C-2005-130
- H. Consideration to Accept the Recommendations of The Professional Practices Advisory Committee and Approve Certification for the Following Individuals:
 - 1. Samuel Dale, Case #C-2005-013 R
 - 2. William Deere, Case #C-2005-029 R
 - 3. Dennis Foster, Case #C-2005-034 R
 - 4. Rachelle Lee, Case # C-2005-016 R
 - 5. Steven Pittman, Case # C-2005-036 R

Motion by Dr. Pedicone to approve the Consent Agenda with the exception of Item 3A as a request from the public has been received to comment on this item. Seconded by Ms. Kramer. *Motion passes.*

Mr. John Youngbird, Valley of the Sun YMCA, thanked the Board for the opportunity to apply for this grant. He stated that on behalf of the Board of Directors they were excited and wanted to compliment the staff on being very helpful in the application process.

Motion by Dr. Nicodemus to approve Agenda Item 3A. Seconded by Ms. Hilde. *Motion passes.*

4. CALL TO THE PUBLIC

Additional requests to speak were regarding specific agenda items and were heard when the item was presented.

Ms. Owen arrived at 9:30AM.

5. GENERAL SESSION

A. Presentation, Discussion and Consideration to Adopt the Proposed Social Studies Standards Articulated by Grade Level

Superintendent Horne noted that Dr. Crow has raised some concerns about some specific performance objectives which are mostly clarification items. Mr. Horne added that he and Dr. Crow have discussed these concerns and are in agreement for Mr. Horne to propose that the Social Studies Standards be approved and that the committee be kept intact until the end of December to meet with Dr. Crow and/or his designee with the goal of reaching a consensus for some revisions to be brought back to the Board. He noted that any disagreements at that time can be brought to the Board as well.

Dr. Pedicone clarified that Dr. Crow's comments relate to the process to make the performance objectives come to life and give the teachers greater direction.

Dr. Crow added that we are on the right path, moving in the right direction, and it is where we end up and the other advantages that we might realize from such standards particularly as they relate to specificity on matters related to cultural complexity, diversity, Arizona history and a broad range of topics like that. He noted that the standards should be approved and then continue to be toned.

Ms. Marie Mancuso, Deputy Associate Superintendent, Standards Based Teaching and Learning, School Effectiveness Division, Arizona Department of Education, presented an update which includes the State Board and public input since the June SBE meeting. She requested approval of the standards as presented. Ms. Mancuso thanked the committee members, university staff, program specialists in the department, and schools who loaned teachers to serve on the committee. Ms. Carol Warren, Social Studies Content Specialist, School Effectiveness Division, Arizona Department of Education, presented the process where the committee received and processed public comment via PowerPoint which is provided in the materials packet.

Ms. Mancuso highlighted the two-year transition plan which is also included in the materials packet. Ms. Mancuso noted that State Board concerns were specifically addressed in this plan which were around the issues of resources, time, and capacity of the districts, schools and teachers to be ready to implement this document.

Ms. Mancuso highlighted some of the major activities of the transition plan:

- Professional Development Plan
 - Social Studies Standards/understanding the content
 - Examining instructional strategies to teach the content
 - Cross-curricular connections between reading, writing, social studies
 - Curriculum alignment and development
- Technical Assistance Plan
 - Comcasts
 - NAU broadcasts
 - Inter-active professional development opportunities
 - Transitioning to IDEAL

Dr. Nicodemus asked how this is implemented within the teaching programs in the universities and Ms. Mancuso responded that developing the technical assistance plan will involve holding a series of meetings with the universities discussing their teacher preparation programs.

Dr. Pedicone noted that the small/rural schools may have some difficulty accessing the resources. Ms. Mancuso noted that they are hoping to utilize IDEAL and PowerPoint presentations and will send out the Transition Plan to all schools after the SBE approves it. Ms. Mancuso also noted that networking will be critical and will be utilized as well.

Superintendent Horne noted that the Department is deviating from old practices of holding workshops in only the major areas and will also be going to the smaller areas.

Ms. Hilde stated that she hoped we don't expect people to find their own potential but that there is a plan to reach all districts and that they will have a way to receive this knowledge/training.

Ms. Mancuso added that mobilization of professional organizations is obvious and they are working to provide professional development for teachers all over the state. The Department is collaborating with these organizations to further this outreach. Ms. Warren also noted that there will be teacher professional development conferences to be held in Arizona.

Ms. Mancuso outlined the three key areas in the Technical Assistance Plan that were implemented in response to State Board concerns voiced at the June 2005 State Board meeting:

- Resources
- Instructional Time
- Communication and Networking

Please refer to the PowerPoint presentation for details of these areas.

Dr. Nicodemus asked if the Department knows how many teachers are accessing the ADE web site for information and whether use of the resources is being monitored. Ms. Mancuso stated that they are averaging 10,000-12,000 hits per month on the Best Practices module and will come back with more specific information next month on the various pieces that are offered. She noted that IDEAL is going live this month.

Ms. Hilde stated that she visited a high school last week where teachers were asked to give extra time before school, after school and during lunch for tutoring. She noted that we need to stay aware that these are overwhelming demands that are being put on teachers as they are already facing ever increasing demands within the classroom. Ms. Hilde cautioned against the assumption that a teacher has unlimited energy.

Ms. Owen stated that she went through the 8th grade standards, did some curriculum mapping and it felt like the pace would be fast and furious and the brevity of time would not allow time for assessment, etc. She said the practical aspects are of serious concern. She added that the document is wonderful but very huge and the implementation will take more than a teacher's limited time and resources to utilize.

Superintendent Horne responded that they do not want to add to a teacher's burdens and that in high school/middle school no time is added as this is being taught already, but time will need to be re-allocated in elementary school. This document is intended to be a digested version to assist the teachers and that a primary focus of this project has been to protect the teacher's time.

Dr. Nicodemus noted that high school Social Studies teachers seem to be supportive but that she is wondering how teachers fit this in and if a teacher chooses not to implement the suggested standards, what happens?

Dr. Pedicone voiced the same concern about adding responsibilities for teachers and unless the new mandates are supported with a solution there are problems. He also noted that members are sensitive to putting things onto the field without offering a solution.

Ms. Mancuso noted that teachers are members of a professional team, not working individually any more, and that they work with teacher leaders in a standards-based system. She added that they

will also make teachers aware of managing instructional time, student engagement and utilizing classroom down time.

Ms. Gina Nuñez, 7th-8th Social Studies teacher, Frank Borman Middle School, Cartwright School District, stated that she has successfully completed teaching the first quarter of social studies integrating all the standards. She noted that the standards can be taught time-wise, integrating all five strands into reading, social studies, etc. Ms. Nuñez shared her curriculum map that maps out when a particular subject/standard will be taught. The map breaks the strands into units, looking at what subjects are required per grade, and outlines a plan for the quarter.

Ms. Mendoza complimented the committee on its response to the public and State board comments noting that helping kids understand the subject and its relevance includes an overwhelming spectrum of information. Ms. Nuñez noted that main topics are covered throughout the quarter as they are integrated within the subject area.

Ms. Mancuso added that there are ongoing meetings with curriculum directors and professional development directors in order to receive progress monitoring on how implementation is going. She noted that they are receiving indications from schools/districts that are ready to go.

Comments from members of the public:

Ms. Nancy Haas, Secondary Social Studies instructor, College of Teacher Education Leadership, ASU, stated that Social Studies instruction has taken somewhat of a back seat to other subjects that are included on the high stakes tests, but it must not be neglected. She added that she fears the concepts of democracy and human rights are being left out and requested that this not be an unfunded mandate, encouraging the Board to support the resources for technical assistance as schools develop integrated units.

Ms. Christina Soris, 7th grade Social Studies, Paradise Valley District at Greenway Middle School, stated that she likes the standards because they are history-based and noted that she can always go back to a strand.

Ms. Kimberley Marchisotto, 6th grade teacher, Paradise Valley District, stated that she is excited that students will be exposed to rich content. She noted that teachers wrote the standards and they are aware of the demands and constraints on their day. She added that the specificity of this document is a gift as it tells exactly what to teach. She also expressed appreciation for the spiraling nature of the standards that provides background in a lot of the content that will be taught.

Mr. Chris Brant, Arizona Educational Representatives Publishers Association, addressed the Board regarding the two-year plan and asked for a meeting in December 2006 or Jan 2007 regarding materials that would need to be published and suggested that a letter be sent to the districts asking them to postpone selecting their materials until more materials have been made available to choose from.

Ms. Brandi Dunlap, National Board Certified Teacher, 6th grade teacher in Paradise Valley USD, stated that she was not on the committee but noticed the spiraling curriculum and that when students come with background knowledge and a topic is introduced, the class becomes a student-led introduction. She added that students get a quick review of past knowledge and the teacher can teach smarter, building on prior knowledge. She added that students are able to help younger siblings in their homework which is also an effective tool.

Dr. Rebecca Stahlman, Arizona National Board Certified Teacher Early Childhood and Early Childhood Teacher/Educator, voiced her concern about when the new standards are rolled out. She noted that the standards must look at what is available in the students' communities to go out and study first-hand. Dr. Stahlman stated that the teacher must introduce development and mastery level looking ahead to the whole scope of the curriculum. She added that teachers and parents need to be fully aware of the needs of our youngest children

Mr. Karl Johnson, Social Studies Coordinator, Paradise Valley USD, noted that this is now the third set of standards that have changed over time. He asked the Board not to lightly consider

making this change. He noted that the spiral effect is very helpful, that teachers are capable professionals who can make the timelines work. He stated that this is a workable document that provides a remarkable tool.

Ms. Ellie Gaines, 1st grade, Paradise Valley USD, Milken National Educator from Arizona, who served on the committee. Ms. Gaines noted that we are invested in human capital and are building a knowledge-based economy with well-informed citizens. She added that the committee worked hard to set expectations high for Arizona students, with standards that are rigorous, sequential, spiraling, content rich, that supports brain research on how children learn, addresses reading and literacy and builds domain vocabulary. She stated that teachers will teach smarter through mapping and planning to integrate Social Studies into math, reading, etc. Ms. Gaines implored the Board to be bold and brave and adopt the new standards.

Mr. Kenneth deMasi, President Arizona Council for the Social Studies, Secondary Social Studies methods teacher, ASU, noted that it is vital to understand the issues at hand and create a climate of trust. Mr. deMasi announced that on October 7, at ASU West, the annual fall conference on building connections between the standards and the classroom will be held and he invited members to attend and interact with the Council's board members.

Ms. Sue Wahlund, Gilbert primary teacher for 18 years, asked members to look at the big concepts, help students learn the big picture, and to look at its quality.

Mr. Andrew Morrill, Vice President, Arizona Education Association, expressed his appreciation for the work that has been done and noted that it is time again for the standards debate and to look at the future. Mr. Morrill stressed that the meaning of the terms "integration" and "collaboration" must be defined to make sure we are clear and deliberate about them and then success will be achieved as outlined today.

Ms. Karen Berrett, 3rd grade, Cottonwood Oak-Creek SD, served on the committee and stated that we have shifted from the community out to a more worldly standard. Ms. Barrett noted that after spending time on this project, she is in support of it. She said she is looking forward to using the standards as articulated by grade level and emphasized that this is the groundwork for standards that are doable.

Ms. Elizabeth Hinde, Assistant Professor for Elementary Education in Social Studies, ASU West, who taught elementary school for 18 years and spent a great deal of time with the Social Studies committee, noted that it is no secret that Social Studies is not as high a priority as reading might be, but omitting Social Studies is a detriment to curriculum. Other states have recently adopted Social Studies standards that are quite content rich and others are currently revising their standards. She noted that the issue is finding the time to teach the standards which should be addressed in the curriculum development, in classrooms, as well as in the methods classes. She added that it is vital to realize that limited time is available to teach and she is worried that the message being sent by not adopting the standards would be that Social Studies is not as important as the rest of the curriculum.

Ms. Pat Heyl, 2nd grade teacher, Mesa Public Schools, stated that she is excited to teach this curriculum, that she likes the spiraling, that it is seamless and is introductory at the early years. She noted that children thrive on non-fiction stories which can be incorporated to learn about economics, decision-making and problem solving. Ms. Heyl asked the Board not to be hesitant about putting these standards in the hands of professionals who know how to teach them.

Ms. Mendoza complimented the committee on the document and stated her concerns and philosophical thoughts via a prepared statement which is included in this packet.

Dr. Crow stated that he shares some of the concerns raised by Ms. Mendoza which he outlined in a letter to members. He commended the committee on the work to date and noted ways in which the concepts can be presented to relate to Arizona. Dr. Crow stated that we are going in the right direction; that this is a process that requires constant diligence and focus and each time there are

ways to improve it contextually it needs to be done. He noted that there are certain things that everybody needs to know beyond concepts that students need to be aware of. He stressed that the process has been started but listening to the concerns must continue.

Ms. Hilde stated that she hopes the Department will look at ways to fund substitutes for the training/meetings to ensure that people are truly representing the entire state.

Dr. Pedicone noted that we have to stay the course but that he is greatly concerned that unless this is monitored carefully we run the risk of making broad-based mistakes. Dr. Pedicone requested the Department to monitor and bring back reports to the Board.

Dr. Nicodemus noted the following concerns:

- Make sure we don't continue to have moving targets, that we persevere and give this a chance to work and make modifications that are needed
- Make sure that resources are provided so this is not an unfunded mandate
- Align the standards and teacher preparation programs
- Have a substantive discussion about the achievement gap including the haves and have nots
 - There are areas in the state that will continue to have a gap

Mr. Ary stated that this presentation was very helpful and commended all participants in their efforts and noted that we are not finished but that we have to start somewhere. He added that he will support the adoption of the standards but that his concern regards trying to pull together the committees to work on the inconsistencies. He agrees that there is not a need to delay action on the standards, however. Mr. Ary also stated that he appreciated that the concerns raised at previous meetings were addressed, particularly as the committee uses the terminology of "identifies" rather than "recognizes" especially for early age students. Mr. Ary also requested that resources be available for small and/or rural schools to access the materials if they do not have electronic capabilities.

Ms. Owen voiced her appreciation for the revisions and work involved, the quality of standards, the speakers, President Crow's letter, and the Department. She added that she would like to see a reach-out rather than a roll-out of the professional development, which sounds like a one-way communication.

Ms. Kramer stated that she has no doubt that this is a very meaningful document and process. The concern she noted was the fact that we have many Title I Reading First schools where the teachers are already working until late at night and have maximized their time. Ms. Kramer asked the Department not to forget these schools.

Motion by Superintendent Horne in three parts:

- That the Social Studies Standards be adopted as revised
- That the committee be kept in existence until the end of December 2005 consulting with Dr. Crow's designees regarding the concerns raised in his letter
- That the committee report back to the Board to consider any revisions after meeting with Dr. Crow's designees

Seconded by Dr. Pedicone.

- The Department will report quarterly regarding the progress, the status of the implementation as well as any other information needed by the Board.

Dr. Nicodemus added that continued monitoring should be stipulated and was added as a fourth part of the motion as noted above.

Ms. Hilde noted that the reporting back has to be a developed, deliberate process of review during implementation that is a statewide gathering of information.

Motion passes.

*The State Board took a break at 11:25 AM and reconvened at 11:38 AM.
Dr. Crow left the meeting at this time.*

B. Presentation and Discussion Regarding the National Assessment Governing Board's (NAGB) Responsibilities Relating to the National Assessment of Educational Progress (NAEP). Discussion May Include, But is Not Limited to, the Upcoming Release of the 2005 Results, the Development of NAEP Assessments and Appropriate Student Achievement Levels

Ms. Roberta Alley, Deputy Associate Superintendent, Assessment Division, Arizona Department of Education, introduced Dr. Charles Smith, Executive Director, NAGB, who presented background information including the following factors:

- NAEP is almost 40 years old and is a sampling assessment
- Arizona is one of 20 states in the nation to recognize this organization
- NAGB has the authority over NAEP to set policy, etc.
- Assesses 10,000 students nationally for a representative sample
- If there is a state assessment, 3,000 from each state are sampled
- Results are produced from these samplings
- A student's involvement is 50 minutes
- Recognizes the inclusion/exclusion issue
- Great attention is given to developing the sample
- Participation rate dropped to 55 % in high school, which could compromise the validity of the high school sample
- In 8th grade the participation rate is mid-80% to mid-90%
- NAEP level is probably proficient at many state levels
- Need to assess whether all levels of students are moving up or not; is the gap closing
- Want to provide data that will help the SBE in making decisions
- New web page coming soon so teachers/administrators/board members/teachers can look at numbers and statistics

Superintendent Horne stressed that the ADE has promoted 100% participation from schools in NAEP.

Dr. Nicodemus asked about the effectiveness of NAGB in affecting policy and Dr. Smith responded that they have adjusted significantly over time and that they provide reliable data about how students in the United States are doing in a variety of subjects. He stated that their goal is to get data out and interpret it in such a way that is helpful.

Dr. Smith noted that NAGB participates in high schools to adjust NAEP so a history can be established to be predictive of success beyond high school. He added that this could provide the nation with information in how the schools are preparing students for life beyond high school but the motivation issue still must be solved. Dr. Smith noted that they are planning to do a study regarding doing the senior assessment in spring or late fall but because of the gulf coast storms this is being deferred to a later date.

Ms. Hilde asked how ELLs are handled and how testing in English only impacts the test and Dr. Smith responded that differences will always be there and must be dealt with in the reporting process, utilizing assessment interpretation. He noted that state mandates will participate in setting the standard.

C. Presentation and Discussion Regarding the Department of Education's Legislative Agenda for 2006

Mr. Art Harding, Legislative Liaison, Arizona Department of Education, presented the attached list noting that it is preliminary and will go through policy teams before it is finalized.

Discussion and clarification ensued regarding the following items and Mr. Horne explained the following:

- #8, Eliminate one year waiting period for pensions
 - Eliminating the middle man and addressing the concern for financial solvency of the retirement system
 - Bring experienced teachers back to the classroom where private companies are now hiring teachers and placing them as contract employees in the districts
 - Better for teachers to remain in their present positions and continue contributing to the retirement system
 - Teachers can get their pension on top of their salary and continue to contribute to the retirement fund
- #9, District Compliance
 - Third year the ADE has proposed this which will give SBE power to withhold funds except in the case of financial matters
 - In the past no one had the ability to visit consequences on schools violating the law, other than the financial law, and a few additional exceptions where federal funds are involved
 - ADE would give a school 90 days to correct
 - If the correction is not made, the ADE would propose that the SBE withhold funds
 - If the SBE found the school deliberately and substantially in non-compliance it could withhold funds
 - When the school is back in compliance the funds would be restored
- #11, Apply AZ LEARNS to districts
 - System established on a school basis without mandatory participation by districts
 - Requested districts participate in the school improvement process after receiving the Solutions Team report
 - Response from districts was shockingly low
 - Permit ADE to be involved in a school's turn-around process
- #14, New ADE building
 - Been in the works for quite some time but due to finances it cannot happen until 2008

Mr. Ary noted that in regard to the advocacy sub-committee of the SBE he and Ms. Basha have concerns about scheduling meetings with legislative leadership to discuss Board issues and asked if this is part of the process. Superintendent Horne noted that leadership would probably be delighted to meet with SBE members.

Dr. Diethelm noted that at the October 20 meeting a draft could be put together for presentation to legislature leadership in conjunction with ADE and as a representation of the SBE issues.

Superintendent Horne commented regarding

- #7, AIMS Intervention/Dropout Prevention
 - Idea that came from the Board Retreat regarding moving the tutoring process to grades seven and eight

Ms. Hilde voiced the SBE's concern regarding a need for an increase in budget to cover additional rent and expenses if a new building is constructed.

Superintendent Horne clarified that Item #8 provides hiring teachers who would continue to contribute to the retirement system rather than retire, get retirement pay and be contracted back to the school without contributing further to the retirement system.

Dr. Pedicone added that expenses to districts will continue as they match funds for employees and if well-seasoned administrators stay on the job there is not as much opportunity for potential administrators to attain a position.

Dr. Nicodemus asked if the ADE looks for partners in legislature when preparing these issues and Superintendent Horne responded that they meet with lobbyists but this idea came from the Arizona Education Association. He added that the ADE is partners with the teachers association and in addition Mr. Harding meets with representatives from all the stakeholder groups in education to try to get a common front on the issues.

D. Presentation and Discussion Regarding the AIMS Tutoring Guides. Discussion May Include, But is Not Limited to Development, Outreach and Related Web Application

Ms. Tina Snowden, Program Manager, Grow Network/McGraw-Hill, presented the tutoring guides noting that these were delivered to schools with seniors that failed AIMS last spring on September 19, 2005. Ms. Snowden pointed out the following features of the guides:

- They are meant to be a resource in assisting students to pass AIMS in November
- They can be accessed online by parents/students
- Professional development and training will be provided
- The items included in the guide are released items from past AIMS tests
- A guide will be generated by the web site when a student enters their scores, etc.
- Student test scores can also be obtained by school administration via the SAIS system

Ms. Snowden noted that parents will receive resource information in English and Spanish regarding how they can assist the student in utilizing the guide. These resources are sent home with the student and the guide.

Mr. Ary asked if there is a method of verifying that the parent received the guide and is using it. Superintendent Horne noted that this will be the responsibility of the local district and that the state does not exercise oversight in this area. Mr. Ary noted that this piece needs to be utilized at its highest and best use at the local level.

Dr. Butterfield noted that parents have to check off that they have received the guide and the hope is that they will fill out the survey at the end of the guide and these results will be an indicator of their use and usefulness.

Dr. Pedicone noted that there should be continued emphasis on the continued use of this item and to make sure it is getting home and being used.

Dr. Nicodemus asked whether it is the ADE's intent to use this method for the coming year and Superintendent Horne noted that a request for funding appropriation should be added to the legislative agenda for this.

Ms. Snowden added that the web portion will be updated after the re-test so students can access this information as well.

E. Presentation and Discussion Regarding Proposed Modifications To Board Rule R7-2-405 Regarding Due Process Standards Relating to Special Education. The Board May Take Action to Schedule a Public Hearing on these Proposed Rules

Ms. Kasey Gregson, Director of Dispute Resolution, Exceptional Student Services, Arizona Department of Education, addressed the Board regarding requested changes in the rulemaking process due to the change provided by legislation in the last session.

Mr. Yanez noted that the SBE can receive written or oral comments at least 20 days from today's date at a public hearing where Mr. Yanez will preside on behalf of the Board. Once the public comment has been received the rules can be revised, reviewed by counsel and then brought back to the SBE at the December 5, 2005 meeting for approval.

Dr. Diethelm noted that public comment is a vital part of the rulemaking process and it is the Board's discretion to dictate whether that process is via written comment only or via a public forum.

Motion by Dr. Pedicone to initiate the rulemaking process to revise R7-2-405 regarding a one-tier due process hearing and to schedule a public hearing on the proposed rules at a time to be determined by the Board's Executive Director. Seconded by Dr. Nicodemus. *Motion passes.*

F. Presentation and Discussion Regarding the Wallace Foundation State Action for Education Leadership Project II (SAELP II)

Dr. Rene Diaz, Executive Director, Wallace Foundation State Action for Education Leadership Project II (SAELP II), Arizona Department of Education, discussed the Wallace Foundation Leadership Project per the materials provided in the packet. He noted that the purpose of this project is to make sure the leaders are assisted where needed. Presently they are working with seven districts in the state in the following sectors:

- Northern Sector
 - Chinle
 - Red Mesa
- Central Sector
 - Phoenix Elementary
 - Isaac Elementary
 - Washington Elementary
- Southern Sector
 - Tucson Unified School District
 - Sunnyside Unified School District

Dr. Diaz noted that the majority of the funding goes to the school districts and the listed the purposes of the grant:

- Create a comprehensive state-wide infrastructure for educational leadership development
 - Encompass the continuum from recruitment
 - Preparation through continuous expertise
 - Practices
 - Commitment to institutionalize leadership development
- Provide and implement incentives for accomplished leaders other than monetary
 - Maintain current practicing superintendents/principals
 - Attract other aspiring administrators
 - Recognize and identify quality, outstanding leadership
 - Create a comprehensive system of professional development
 - Provide leadership coaches for administrators
- Develop a system that would link leadership learning to student learning

Ms. Hilde asked if there is a framework that could be followed in the event that these funds are no longer available and Dr. Diaz responded that a second funding is available and that an infrastructure is being developed to continue the work.

Dr. Diethelm mentioned that NASBE has a Wallace Foundation Grant for educational leadership research which could be a valuable resource.

G. Presentation, Discussion and Consideration to Adopt the Proposed AIMS Performance Level Descriptors

Ms. Roberta Alley, Deputy Associate Superintendent, Assessment Division, Arizona Department of Education, noted that there were minor changes in language in the "Approaches the Standard" paragraph from the presentation at the August 2005 meeting.

Motion by Ms. Kramer to adopt the AIMS performance level descriptors as presented. Seconded by Ms. Hilde. *Motion passes.*

The Board broke for lunch at 1:00PM and reconvened at 1:45PM.

H. Update Regarding the AIMS Intervention and Dropout Prevention Program
Ms. Maxine Daly, Coordinator, Academic Achievement Division, Arizona Department of Education, presented background information as provided in the materials packet. Ms. Daly referred to the resource guide which hopefully will become a toolkit for each school/district, and noted the following points:

- Effective research has been done
- Strategies are demonstrated via the ADE web site
- Five funded programs pursuant to A.R.S. §15-809
- \$5M out for grant applications
- Committee will screen and award from \$1500-\$200,000 in grants
- If grant is renewed it will go out across the state to continue assistance
- Currently there are five that have been awarded and are being audited by an outside agency
- Keying in on the situation of what happens with kids who are not in school
 - The law has requirements but they are looking at what is actually happening in the field
- Can't fix the students but need to look at what needs to be done to help the students
- Look at graduation rate which increased from 68% to 74% in 2003
 - four-year graduation rate doesn't take a five-year program into consideration
- Drop-out rate decreased and 15 research-based strategies for reducing the drop-out rate have been posted on the web site
- Created a matrix which will be ongoing and evolving on effective drop-out prevention strategies
- Purpose is based on systemic change
- Wide selection of presentations/conferences in this area are offered and are posted on the web site
 - Effective strategies are listed on the web site with examples from various schools/districts
- ABOR Honors Endorsement/Tuition Waiver Program is also handled by Ms. Daly
 - An exciting component that students/parents are becoming more and more aware of

Ms. Daly asked members to search the web site at www.ade.az.gov/asd/dropout and welcomed input from members. Ms. Mendoza noted that charter schools should receive acknowledgement as they offer options for some students that are on the verge of dropping out.

Ms. Owen commented regarding socio economics and wondered if there is data regarding generational poverty. Ms. Daly noted that more discussion and more work will be done in this area.

Dr. Nicodemus asked about key indicators and the profile of a drop-out in Arizona and Ms. Daly noted that part of the data in the profiles show that the most endangered student is white, male, and middle class.

Mr. Ary expressed his appreciation for the establishment of this division and added that more information/data will be helpful as this project continues.

I. Quarterly Update Regarding Integrated Data to Enhance Arizona's Learning (IDEAL) Program

Ms. Cheryl Lebo, Deputy Associate Superintendent of Best Practices, Arizona Department of Education, introduced Ms. Cathy Poplin, Director for Educational Technology, Arizona Department of Education, who presented background information and goals as the IDEAL roll-out

draws near. Ms. Poplin's PowerPoint presentation is included in the materials packet in which she pointed out the following:

- The student login system will be in place in January 2006 for seniors and all level students will be included by May 2006
- The IDEAL web site was demonstrated as well as the resources available on the ASSET page which is linked to the IDEAL site
- Arizona has Statewide Instructional Technology Projects which was newly funded by the Arizona Legislature

Ms. Owen asked if there is additional funding available and Superintendent Horne noted that it is expected that this will be a continuous program.

Ms. Poplin added that this is dedicated to integrating technology and curriculum and it provides a model that can be used to get training and resources into the classroom.

Ms. Poplin explained that she is the internal touch-point person for IDEAL and that she is available to answer questions and make presentations wherever requested.

Regarding whether funding for this program is an issue, Ms. Poplin and Superintendent Horne responded that the expectation is that this will be a permanent program.

Ms. Poplin noted that the Arizona Republic published an article on this subject recently and she provided a copy of the article which is also in the materials packet. In addition, Ms. Poplin noted that they will discuss a statewide roll-out public notice, as well.

J. Presentation, Discussion and Consideration to Determine Non-Compliance with the USFR for Piñon Unified School District and to Withhold State Funds Pursuant to A.R.S. §15-272(B)

Mr. Chad Sampson, Assistant Attorney General, presented background information as provided in the materials packet and noted that the corrective action plan has been received from the auditing firm and that additional withholding is not recommended at this time.

Mr. Scott Kies, Heinfeld and Meech, noted that many steps have been taken by the district to correct previous problems and that in approximately 90 days the Auditor General will perform an audit. Mr. Kies distributed copies of Piñon's corrective action plan updated September 19, 2005 and stated that the district is ready for the State Board to request an audit.

Mr. Larry Wallen, Superintendent, Piñon USD, stated that he served as Superintendent from 1993-2002 and has returned to serve again as the Superintendent. He noted that significant changes have taken place in personnel and that he is willing to stay as long as the district wants him there.

Mr. Wallen noted that the day-to-day operation has been under Heinfeld and Meech personnel and that they hope to soon name a business manager.

Mr. Sampson advised the SBE not to take action on the previous request to withhold an additional penalty and make another motion to request that the Auditor General's Office perform an audit. Superintendent Horne added that another option could be to not take action and see what the results of the audit are and then make the decision as to whether to withhold additional monies or not.

Motion by Dr. Pedicone to request the Auditor General to conduct an audit and determine whether Piñon USD is in compliance and that no further action on the additional withholding be taken at this time pending the Auditor General's report. Seconded by Ms. Hilde. *Motion passes.*

K. Presentation and Discussion Regarding the Development and Implementation of the Stanford English Language Proficiency Test. Pursuant to A.R.S. §38-431.03 (A) (3) and (4), the Board May Vote to Go into Executive Session for Consultation and Legal Advice and/or for Instructing the Board's Attorneys Regarding the Board's Position Pertaining to Litigation in Connection with this Matter.

Motion by Ms. Hilde that the State Board go into Executive Session for consultation and legal advice and/or for instructing the Board's attorneys regarding the Board's position pertaining to litigation in connection with this matter pursuant to A.R.S. § 38-431.03 (A) (3) and (4). Seconded by Dr. Nicodemus. *Motion passes.*

The State Board went into Executive Session at 2:10PM and reconvened at 2:25PM.

Ms. Susan Segal, Chief Counsel for Education and Health, Attorney General's Office, stated that this agenda item relates to issues that may evolve into litigation and for purposes of this agenda item, Ms. Segal cautioned the Board with respect to their comments and informed members of the public that the Board may not be making substantive comments about the SELP test.

Ms. Irene Moreno, Deputy Associate Superintendent, Academic Achievement Division, English Acquisition Services Unit, Arizona Department of Education, presented background information regarding how the SELP test was selected, the timeline and the RFP responses as per the materials provided in the packet

Ms. Moreno discussed the enclosed rubric, noting that every assessment (K-12) was considered and all decisions were made via consensus. Ms. Moreno noted that Harcourt's score was 73% in meeting the RFP criteria in weighted order:

- Alignment of the test with ELL standards = 500 points
- Offeror's method of approach = 250 points
- Offeror's price = 150 points
- Offeror's experience, expertise and reliability = 100 points

After these results were tabulated, reference checks were also conducted.

Dr. Pedicone and Ms. Kramer left at 2:35PM.

Ms. Rolanda Bell, Research and Evaluation, Arizona Department of Education, explained the Oral Language charts noting the key for the abbreviations:

- IPT (Idea Proficiency Test)
- LAS (Language Assessment Scales)
- WMLS (Woodcock Muñoz Language Survey)
- WLPB-R (Woodcock Language Proficiency Battery- Revised)
- SELP (Stanford English Language Proficiency Test)

Ms. Bell noted that the levels have been reduced to three as required by law:

- Level 1: Non English
- Level 2: Limited English
- Level 3: Proficient

Ms. Bell explained that the SELP data collected this year represents approximately 170,000 students and the bar charts represent students that have been re-classified and the percent reclassified relative to the total ELL population. Ms. Moreno noted that a student is monitored for two years and can be placed back into the program if there is an indication that they need further assistance.

Dr. Nicodemus asked how this would compare to other programs in prior years and Ms. Bell responded that the top two most widely used were the IPT and LAS and IPT was the highest statewide.

Mr. Mickey Geenen, Local Measurement Consultant, Harcourt, introduced Dr. John Olson, Vice President of Psychometrics and Research Services, Dr. Agnes Stevenson, Psychometrics Services, who worked on the development and research and Diane Johnson, architect of the SELP test from San Antonio, TX.

Ms. Diane Johnson explained that a language proficiency test has come into focus due to NCLB and the academic achievement test addresses:

- No grade level expectations
- Any child can take the test any time and be identified
- Built on accumulated knowledge
- Mandated by federal government
- Had to assess students from K-12
- In 2001 Harcourt began development of the test
- TESL standards were first developed as guidelines for states to develop their own standards
- TESL standards were utilized as the framework for the SELP test
- Standards were written by teachers at specific grade levels
- Student population was taken into consideration

Ms. Johnson noted that the length of time for the test administration is usually between 1 ¾ - 2 hours with around 80-90 items and a variation that depends on the age of the student.

Ms. Owen asked if the SELP test reflects the same rigor as the AIMS test and Ms. Moreno responded that it does not as the proficiency standards are actually grade level and this particular assessment has the student records to indicate the student's level. In addition, this is a proficiency determination as differentiated from an academic test. She added that the point of English language instruction is to get to the place where a student can learn in a class that is being taught in English.

Ms. Hilde asked what happens to a student who has another primary language and Ms. Moreno noted that there is a 30-day period at the beginning of the school year, or 20 days if the student comes in during the year, to be assessed and identified. She noted that the teacher can use a rapid-report via the web for immediate test results or wait 10 days for the central scoring results.

Ms. Hilde asked about the monitoring process and how the child is moved out of the system and Ms. Moreno responded that there is a form to follow which is just like any other process to make sure the student doesn't fall through the cracks and that the teacher can make the determination.

Ms. Gloria Rivera, Murphy School District, stated that Murphy has approximately 1500 ESL students and is concerned regarding the SELP. She noted that last year they had 284 reclassified based on SELP and 164 scored proficient. Of the 164, 42% did not pass AIMS. ESL students are still in the classroom and the issues are that they started as ELLs. She noted that the district did not have just one criteria for reclassifying ELL students but also had to have teacher verification, performance on the state assessment and demonstration of competency in writing assessment. Please see data provided in materials packet.

Ms. Mariella Beam, ELL Director, Humboldt Unified School District, Prescott Valley, asked if this is a SELP or philosophical issue? She noted that their ELL population is 10% and that reclassified students are not necessarily ready for mainstreaming. She added that it is not reasonable to consider that as soon as a student exits the program they are ready to pass AIMS. She stated that the program has some bugs and needs improvement and time to take a constructive approach.

Mr. Mark Joraanstad, Superintendent for Administrative Services, Glendale Elementary School District, stated that they have 4500 ELL students and SELP determines whether a student remains eligible for compensatory education assistance and support which is critical to the academic success of many ELLs. Mr. Joraanstad requested that any decision on the use of SELP be data-driven.

Mr. Vincente Ontiveros, Assistant Superintendent Educational Services, Cartwright School District, representing Mr. Mike Martinez, Superintendent, presented information from the district's data which is included in the materials packet. Mr. Ontiveros noted that the gradual reclassification of ELLs has risen in their district.

Dr. Charlotte Boyle, Superintendent, Creighton USD, spoke regarding the district's proficiency information in grades 3-8. Dr. Boyle provided proficiency information from the district which is included in the materials packet. She noted that they found that only 50% were also classified

proficient on AIMS. She added that none of the 1342 students who were classified as proficient demonstrated proficiency on all three sub-tests; oral, reading and writing. She explained that the district experienced three times more students reclassified from '04 to '05 when using the SELP test for English language acquisition.

For clarification it was noted by Dr. Nicodemus and Superintendent Horne that re-classifying a student means when they move from non-proficient to proficient via the SELP test. Mr. Horne added that they are no longer classified as ELL students but continue to receive compensatory services that the teacher feels is needed.

Ms. Owen asked what the timing is for a district's funding to provide the compensatory services and if the student re-enters the program, whether funding will be provided again and Mr. Horne responded that this is a problem since districts are being asked to make decisions that could cost them money. Ms. Moreno responded that proficiency on SELP actually means instructional level in the grade level in the classroom; that the student is proficient enough to be in a mainstream classroom but not necessarily ready to pass AIMS.

Ms. Bell noted that there was a consent order in the *Flores* litigation that deals with the compensatory services once a child exits the program and she will forward information to the Board members as to how long it takes for the districts to get the funds.

L. Presentation, Discussion and Consideration to Adopt a List of Qualified Receivers as Required by A.R.S. 15-103

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the background information as provided in the materials packet noting that three responses were received to the RFP and he recommended that the SBE adopt the list of qualified receivers. Mr. Yanez added that the RFP was put out in June, one response was received and since it is recommended to have more than one response, the RFP was put out again and two additional applications were received. He explained that due to the timeline the process was moved forward as fast as possible.

Motion by Dr. Nicodemus to adopt the list of qualified receivers as required by A.R.S. § 15-103. Seconded by Ms. Owen. *Motion passes.*

6. ADJOURN

Motion by Ms. Hilde to adjourn. Seconded by Dr. Nicodemus. *Motion passes*
Meeting adjourned at 4:35PM.